



Education and Culture DG

Lifelong Learning Programme

**V** irtual

**E** uropean

**CU** ltural Centre

# VECU

...is a learning partnership of EFOS,  
funded with support by Grundvigt.

With examples from culture of  
everyday life and literature the  
partner groups from six european  
countries should find out their  
common or different cultural  
traditions

# Aims of this project:

Is it possible to convey cultural traditions to the next generation?

If it is possible: **what** and **how** should it be done?

In **which** form?



# **Tandem / triple groups according to the chosen subjects:**

Groningen, Magdeburg, Vienna:  
**literature**

Brno, Dresden, Kiel: **housing culture,  
traditions**

Bratislava, Wroclaw, Vienna: **proverbs,  
eating culture and music**

# Tandem Vienna

**Projectcoordination:**

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# Tandem Vienna

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**proverbs**



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**techn. support**

# Choice of literature

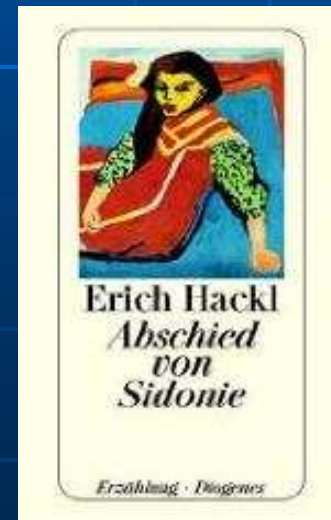
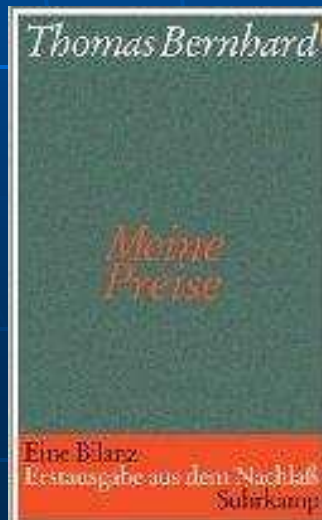
**Looking for contemporary** writers who are representative of the Austrian literature and also includes European values.

**Splitting** the selected books to our members of the team.



# The final choice:

- **Thomas Bernhard:** Preise
- **Marlene Streeruwitz:** Verführungen
- **Anna Mitgutsch:** Zwei Leben und ein Tag
- **Erich Hackl:** Abschied von Sidonie
- **Felix Mitterer:** Die Piefke-Saga



# Trying to explain the term „literature“:

- Written records, according to the nation and religion, mostly scientific works
- Only in the 18th and 19th century aesthetic and functional steps were included
- With the opportunity of education for everybody, reading became more and more important
- „Belles lettres“ => it was departed in „fiction“ and „higher literature“
- Now, in the 20th and 21st century, literature critics and awards ( like the nobel price) define what „literature“ is or not

## ... reading, a result of socialisation:

- **When** does the interest in literature start?
- **How** do you become a reader?
- We found out that it doesn't work by itself: we must start at the youngest.



# When and what does the young generation read? What do adults read?

- Discussion with pupils of a 6th grade at a viennese highschool
- Distribution of questionnaires to the pupils in two different highschools
- Distribution of questionnaires to our triple members

# Methods of questioning:

After evaluating the questionnaires of the students we first counted the results according to the quantitative method and then filtered out the common qualities

After evaluating the questionnaires of the older members, we found out that they have been very interested in reading since their childhood.

# Comparison of the young people and grown-ups:

What are we reading?

Why are we reading?



# What are we reading?

## Youth

- Adventure stories
- Comics
- Classical literature at school
- Thriller / Horror
- Foreign language
- Youth magazines
- Newspaper
- ScienceFiction / Fantasy
- (youth-) stories of everyday life

## Adults

- Adventure stories
- Comics
- Classical literature at school
- Thriller
- Foreign language
- Youth magazines
- Newspaper
- Professional literature
- Biographics / History

**in  
youth**

# Why are we reading?

## Youth

- Fun and relaxing
- „Adventures in the head“
- Education
- Knowledge of other worlds

## Adults

- relaxing
- „Adventures in the head“
- Knowledge increasement
- Knowledge of other cultures

The differences between **youth and adults** are minimal.

→ **A surprising result!** ←

# Children- and Youth- literature

Christine, Elisabeth, Gerti

## Methodes of investigation

- Experiences from the library work
- Discussions with experts and other project members
- Contacts with institutions of „Children- and Youth- Literature“
- Comparison of the situation in Germany and the Netherlands



# Children- and Youth- literature

**We are mainly interested in the question:**

- ...can the book exist along with the new media such as TV, internet and pc-games?
- ...is reading furthered by institutions, parents and pedagogues?

# Children- and Youth- literature

## Temporary results:

Books and reading are still well established, however, it depends from:

- If promotion the reading is a generally important task in the field of education.
- From the pedagogues – till nursery schools- if there exists a special assignment.
- If publishing houses are also interested to produce Youth-literature

If promoting the reading is placed rightly and sufficiently? We don't agree with each other

# Children- and Youth- literature



## **An example:**

Since 2001 the DIXI Price for children literature has been looking for and furthering, up- and – coming young authors.

Source: <http://www.jugendliteratur.net/>

# **Tandem Vienna, next project steps are coming soon ...**

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